



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES PEDAGOGY OF
NATIONAL AND FOREIGN LANGUAGES**

**“Think-Talk-Write: A Cooperative Language Learning Technique to
Improve Writing Skills in Young Adults”**

RESEARCH PROJECT

As a prerequisite to obtaining a:
**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES**

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ADVISOR'S APPROVAL.

In my role as advisor of the research paper and title “**Think-Talk-Write: A Cooperative Language Learning Technique To Improve Writing Skill in Young Adults**”, prepared by **Del Pezo Gonzalez Maria Jose** and **Monje Ramirez Saida Janeth** undergraduate students of the Pedagogy of National and Foreign Languages Major at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied, and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

A handwritten signature in blue ink, appearing to read 'D. Verónica', is written over a horizontal line.

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Statement of Authorship.

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Declaration.

The responsibility for the information and content in this degree and research work lies with the Universidad Estatal Península de Santa Elena, which also holds intellectual property rights.



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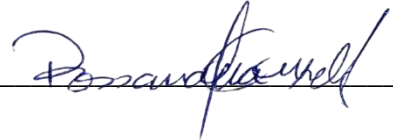
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With love, Maria Jose Del Pezo

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Dedication I

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—Monje Ramírez Saida Janeth.

Abstract

This study aims to analyze the use of the Think-Talk-Write technique within the Cooperative Language Learning approach to understand how it contributes to improving writing skills in young adults.

This research used a qualitative method with a phenomenological study. The population consisted of teachers from various educational institutions from Santa Elena and Salinas, Ecuador, while the sample was formed by 5 teachers who worked with young adults between the ages of 15 and 18.

The data collection method implemented one-on-one interviews with an open-ended questionnaire. The results of this study were the following: 1. Teachers consistently face benefits like active participation, motivation, and group collaboration and also challenges like class time management, English proficiency limitations and uneven participation in the classroom. 2. This technique not only develops writing competence but also social and analytical skills. 3. The order of TTW phases fosters independent learning and logical sequencing, demonstrating that TTW is an effective and dynamic technique for improving writing skills.

Key Words: Think-Talk-Write Technique, Cooperative Language Learning, Writing Skills, Collaboration

Resumen

Este estudio tiene como objetivo analizar el uso de la técnica Think-Talk-Write dentro del enfoque de Aprendizaje Cooperativo de Idiomas para comprender cómo contribuye a mejorar las habilidades de escritura en adultos jóvenes.

Esta investigación utilizó un método cualitativo con un estudio fenomenológico. La población consistió en docentes de varias instituciones educativas en la ciudad de Santa Elena y Salinas, Ecuador, mientras que la muestra estuvo formada por 5 docentes que trabajaron con jóvenes adultos entre las edades de 15 y 18 años.

El método de recolección de datos implementó entrevistas individuales con un cuestionario de preguntas abiertas cuyas respuestas fueron interpretadas posteriormente. Los resultados de este estudio fueron los siguientes: 1. Los docentes obtienen constantemente beneficios como la participación, la motivación y la colaboración grupal, y también desafíos como la gestión del tiempo de clase, las limitaciones del dominio del inglés y la participación desigual en el aula. 2. Esta técnica no solo desarrolla la competencia de escritura sino también las habilidades sociales y analíticas. 3. Las fases de TTW fomentan el aprendizaje independiente y la secuencia lógica, lo que demuestra que TTW es una técnica efectiva y dinámica para mejorar las habilidades de escritura.

Palabras claves: Técnica Piensa-Hablar-Escribe, Aprendizaje Cooperativo, habilidades de escritura, colaboración.

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Introduction

Teaching writing presents significant challenges, particularly for young adults. The development of this skill presents difficulties that are often reflected in limitations such as grammatical and linguistic proficiency, the organization of ideas, and a lack of confidence in expressing ideas coherently and clearly; these factors directly affect the learning process. In general, teaching this skill tends to focus on traditional methods, based on individual and repetitive practice, which results in limitations in the development of linguistic skills and critical thinking.

To face this problem, there is a need to investigate innovative teaching techniques that encourage reasoning, interaction, and writing development. In this context, the Cooperative Language Learning approach presents a Think-Talk-Write (TTW) technique. This technique is effective and favorable for addressing these difficulties, consisting of three phases: individual reflection (thinking), meaningful dialogue (talking), and written expression (writing), all of which are aimed at promoting critical thinking, collaborative interaction, and the development of writing skills in young adults.

The main objective of this research is to analyze the use of the Think-Talk-Write technique within the Cooperative Language Learning approach and how it contributes to improving writing skills in young adults.

Through data collection via interviews with teachers who have applied this technique, we seek to understand teachers' perceptions in order to identify benefits, advantages, and challenges

in the educational environment. In addition, this research aims to expand knowledge about the Think Talk Write technique and contribute to the improvement of writing skills.

Chapter I

The Problem

Research Topic

Think-Talk-Write and Writing skills

Title

Think-Talk-Write: A Cooperative Language Learning Technique to Improve Writing Skills in Young Adults

Problem Statement

The development of writing skills while learning a foreign language such as English tends to be a major ongoing challenge for students due to the different variables involved, such as the use of appropriate vocabulary, grammar, punctuation, and coherent organization of ideas. “Now-a-days, students are lacking writing skills as they spend most of their time in using their equipped smart phones, and they depend on electronic devices or gadgets which provide instant or readymade answers/results available in the internet” (Oguan & Del Valle, 2022, p. 135).

As stated by Hafeez & Akhter (2021), “the learning process depends on the learning strategy or method being used for learning” (p. 1604). For this reason, it is important to develop in-depth writing skills through appropriate techniques as it is an essential component for communicative competitiveness in the modern era. The fact that many students struggle when applying this skill can affect their academic performance as well as their ability to function in social, academic, and eventually professional contexts, which require extensive written communication.

This problem has been addressed from various pedagogical perspectives like well-known strategies or techniques, focusing more on the many traditional methods already approved and used, whose objectives tend to benefit grammatical accuracy over the creative and collaborative development of learning in pairs or teams sharing individual ideas. Due to this, the resources used must be precise when teaching a foreign language. Implementing non-traditional activities can be beneficial not only in writing but with other skills too, these “it is necessary for educators to work and strive to bring students to a stage of excellence” (Alneyadi et al., 2023, p. 4).

A good learning strategy is Cooperative Language Learning which embraces a different approach with communication and integration. “Highly organized cooperative learning gives students the opportunity to better understand the key aspect” (Phan Thi , 2023, p. 50), referring to the fact that individual and cooperative learning are used to generate optimal learning.

In this regard, young adults' writing skills could be enhanced by using Think-Talk-Write (TTW), a Cooperative Language Learning technique capable of integrating communicative, social, and cognitive processes, providing an alternative for individual reflection, the active exchange of ideas and opinions in pairs or groups, and the appropriate writing of texts in a variety of formats. “This learning strategy begins with how students think about solutions, a task or problem, then followed by communicating the results, his thoughts through discussion forums, and finally through the discussion forum students can rewrite their thoughts” (Aini et al., 2020, p. 265)

However, in recent years, countless studies have been found related to the perceptions of students experimenting with this technique. In agreement with Situmorang (2021), “group work

or cooperative learning has become a part and partial of modern methodology in teaching and learning” (p.281), but there is little research that delves into teachers' opinions regarding some techniques like TTW when implemented in classes, especially with young adults, and how it can be beneficial or disadvantageous when applied to foreign language learning. Opportunities for designing new classes with this technique are limited due to the lack of this type of reliable information and the lack of specific needs.

“In colleges, students are often required to work together in small groups, based on activities such as seminars, presentations, and group projects” (Keramati & Gillies, 2021, p. 1). Often, the statistics come from the analysis of tests given to students, even so, a detailed analysis based on teachers' experiences and perceptions is essential to understand how Think-Talk-Write, as an English Cooperative Language teaching technique, can contribute to improving young adults' writing skills.

Justification.

Improving writing skills in English as a foreign language requires innovative and interactive techniques for young adults.

In the past, the development of this skill has tended to use traditional approaches that prioritize repetitive practice focused on grammar correction. This leads to a lack of collaboration, interaction and limits the writing process, which in turn affects academic performance and language proficiency in young adults. “Traditional education methods no longer meet the students' needs” (Khayat et al., 2021, p. 231).

Given this problem, there was a need to explore innovative techniques that integrate active participation with language skills and communication abilities. One effective proposal is the Think-Talk-Write (TTW) technique within Cooperative Language Learning. “This structured approach fosters a comprehensive understanding of the subject matter and encourages creative expression” (Primadani & Purwati, 2025, p. 207) .

This technique consists of three phases: individual reflection (Think), collaborative dialogue (Talk), and the development of written production (Write) which “can help teenagers share their opinions. Think Talk Write is a strategy where teenagers learn in groups and teenagers are being expected to exchange ideas with friends in the group. They can also improve their writing skill individually” (Masruddin et al., 2021, p. 54)

In addition, through this technique, young adults develop cognitive and communication skills, which implies an increase in oral interaction and writing, both of which are fundamental to language proficiency, fluency and knowledge during the acquisition of English. “The implementation of the Think Talk Write (TTW) strategy improves students’ writing ability” (Yuricki, 2024, p. 79).

Although there is research highlighting the benefits of TTW from the students' perspective emphasizing that “The application of this strategy will ensure that students are socially effective with their friends so as not to make education boring” (Fitrianto et al., 2023, p. 15) but there is still a lack of studies focusing on teachers' perceptions of applying this technique in the classroom and the process that it entails. Analyzing teachers' perceptions can help improve

the implementation of cooperative language learning techniques in classroom practice, as they play an important role in teaching.

Akhmedova (2025) affirms that “a lot of students have trouble becoming proficient writers because of things like poor teaching, little practice, and little feedback” (p. 324). This study will focus on analyzing how teachers who instruct students aged 15 to 18 apply and use the Think-Talk-Write technique in the classroom, which will reveal its benefits and challenges. Its results will enable valuable recommendations to be made for the application of collaborative learning techniques in teaching English as a foreign language, influencing the development of improved writing skills in young adults.

Problem Formulation

Jiang & Kalyuga (2022) explain that “learners can build new knowledge about writing processes not only with the help of explicit formal instruction or through personal reading but also using problem solving via individual or collaborative efforts (through personal introspection or pair/group discussions” (pp. 1-2). This research is based on the two variables identified: Think-Talk-Write as an effective Cooperative Language Learning technique implemented by teachers in their classes with young adults, and the drawbacks encountered in writing skills when learning a foreign language.

Problem Question

- How does using Think-Talk-Write as a Cooperative Language Learning technique help improve young adults' writing skills?

Specific Questions

1. What are the challenges and benefits teachers encounter when implementing the TTW strategy in the classroom to improve students' writing skills?
2. How could the TTW technique improve students' writing skills?
3. What are the stages to apply Think-Talk-Write technique in writing skills?

General Objective

- To analyze the use of the Think-Talk-Write technique within the Cooperative Language Learning approach to understand how it contributes to improving writing skills in young adults.

Specific Objectives

1. To identify the benefits and challenges of applying Cooperative Language Learning techniques such as TTW in improving writing skills.
2. To explore how the application of the Think-Talk-Write technique in cooperative learning contexts improves students' writing skills.
3. To describe how each phase of the Think-Talk-Write technique is applied in the process of teaching writing to young adults.

Chapter II

Theoretical Framework

This chapter presents the theoretical basis of Think-Talk-Write: A Cooperative Language Learning Technique for improving writing skills in foreign language teaching. The literature review will be essential, as it will allow to synthesize theories, delve deeper into conceptual references, and consider relevant previous research on the subject.

Previous Research

Sharma & Puri (2020) highlight that in the field of education, learning English as a foreign language is essential, as this process focuses on the development of four essential skills: listening, speaking, reading, and writing, which enable students to understand, analyze, and use the language effectively in different contexts. Language is an important tool because it has the ability to influence thought, communication, social interaction, and cognitive processes.

Writing is one of the four essential skills in English because it allows one to express thoughts, ideas, and feelings in an organized and reasonable manner. In contrast to the other skills, writing requires thinking, organizing, and planning ideas before writing a text. However, students often have various limitations, such as a lack of vocabulary, a lack of grammar, and even a lack of motivation when learning a new language. Sembiring et al. (2020) also clarifies that “Writing is a learning process that is only taught in a formal education not the same as speaking that can be learned in the environment” (p. 26).

These limitations are often reflected in little practice and even little interest in the classroom. These difficulties show that teachers need to incorporate diverse pedagogical

approaches, techniques, and strategies that not only guide young adults in the writing process but also awaken their interest and ability to master this skill more effectively (Arriyani & Sari, 2019).

Sharma & Puri (2020) consider that writing is a process of a demonstrative method in the classroom where it allows students to express ideas with cohesion and coherence and thus learn progressively. This helps writers develop their lexical mastery while also helping to improve other language skills. In addition, writing also involves skills such as grammar, punctuation, and text restructuring.

Khayat et al. (2021) emphasizes that traditional teaching methods have proven insufficient because they fail to address the needs or difficulties of young adults, as these methods focus only on grammatical correction and repetitive practice, which limits interaction and collaboration among students.

International research has shown that Think Talk Write promotes collaboration and the development of cognitive and communication skills, which improves writing ability. Aini et al. (2020) state that TTW as a strategy is structured in three phases: it begins with individual reflection (think), followed by the expression of ideas in forums (talk), and culminates in the reorganization of thoughts for written production (write). This methodology has proven to be effective in improving young adults' ability to organize ideas and produce coherent texts.

The teaching of writing in a foreign language, such as English, has been the subject of study in various research projects. Several studies, such as those by Fitriani & Sutikno (2025) and Yuricki (2024), demonstrate that the Think-Talk-Write (TTW) technique benefits the

organization of ideas and improves writing production in students at different educational levels. In Indonesia, for example, it was found that the application of Think-Talk-Write (TTW) technique was shown to be effective in significantly improving sentence writing skills, leading to a progressive improvement in academic performance (Nurhayati et al., 2023).

Aini et al. (2020) emphasize that TTW allows students to reflect on and organize their ideas before expressing and writing them, which promotes deeper and more collaborative learning. Although there are several studies that have focused on the students' perspective, there is a gap in research on teachers' perceptions of the application of this technique in the classroom.

Pedagogical Basis

The pedagogical basis of this research focuses on the principles of Cooperative Language Learning, as it emphasizes the importance of collaboration and interaction in the teaching-learning process. Piaget (2010) acknowledges that students construct knowledge through interaction, while Dewey (2016) emphasizes the importance of learning by doing and collaborating in meaningful experiences.

As indicated by Nihlah & Meilana (2023), Cooperative Language Learning involves students working in groups where cooperation is essential to achieve common goals, which means that students must take responsibility for achieving the goals set. This approach requires social skills to create an atmosphere of collaboration among all group members and, at the same time, allows them to participate actively, which promotes learning and makes it more effective.

Mendo-Lázaro et al. (2022) claim cooperative learning is a powerful tool that the main objective of Cooperative Learning is to improve academic performance while promoting the

development of fundamental cognitive and social skills in students. Through the “Think, Talk, Write” learning model, students participate more actively and interact directly in the learning process (Rusyani et al., 2021).

The pedagogical approach of TTW is based on the need to create an active and participatory learning environment. In the opinion of Aini et al. (2020), this technique allows students not only to reflect on their ideas, but also to share them and receive feedback from their peers, which improves their ability to organize and express their thoughts coherently.

TTW focuses on the cooperative learning approach as it prioritizes active and participatory learning, which can help improve students' communication skills. The Think-Talk-Write cooperative language learning is a model of activities with three stages that must be completed, each with different characteristics: thinking (Think), talking or discussing (Talk), and writing (Write) (Masruddin et al., 2021).

The first activity is thinking, where students analyze, read, and reflect on a text in order to understand its content and organize possible responses to later discuss them in groups, which facilitates the next stage. The second phase is a group activity that takes place through conversations or discussions where students share ideas, thoughts, or opinions in a coherent manner, which also allows for the development of oral expression skills (Humaerah, 2023). The last activity is writing, where students write down reflections or conclusions reached during the group conversation. At this stage, it also reflects the influence of the collaboration process.

The writing phase is the result of individual reflection and social interaction, which improves writing skills. One of the advantages of this model is that it teaches students to express themselves orally and in writing (Yuliana et al., 2023).

Theoretical Basis

Writing Skills and Cooperative Learning Strategy

The analysis of Yokubjonova (2024) acknowledges that “writing is a complex skill that involves several cognitive and motor processes” (p. 930). Although her study focuses on elementary school children, the process is not very different from that of young people aged 15 to 18. Writing is essential when learning English as a foreign language (EFL), and the constant lack of importance shown to it when implementing the same memorization or repetition techniques is neglected, since without proper acquisition of learning, vocabulary supply, and constant reasoning practices, this skill can result in a setback or poor development of grammar.

Bora (2023) defines the qualities of this skill as “Writing enables the learners to be more eloquent, concise and elegant than their actual speech, which as a result will eventually help in building effective oral communication skill” (p. 3). Taking the above into account, it is easy to determine that writing is the basis for learning English. By including grammar, which is the backbone for forming sentences, it improves all listening and speaking skills. It also involves structuring clear ideas, correctly placed formats, and essential diagrams for feasible communication.

The predominant foundations of this type of learning focus on maintaining fairness of opinion and assertive collaboration. By doing so in small groups, young people can share

necessary information and offer ideas without restrictions to reach a coherent result, allowing them to develop social skills, active participation, and shared responsibility until they achieve a common goal. “It is critically important that teachers induct students into different ways of thinking and reasoning by explicitly teaching and modelling how to express ideas, ask for assistance, challenge alternative perspectives, and reason logically” (Gillies, 2023, p. 3).

Teamwork is the main characteristic of collaborative learning in the classroom, as it enables students to express their own opinions without fear of criticism, learn from others by developing the ability to listen attentively, understand and respect the ideas of others by building trust, foster empathy by valuing contributions, and, above all, academic competitiveness. Due to the aforementioned, “It is critical to implement collaborative learning practices in the classroom since group projects help students build a community that fosters their academic and social development” (Alzubi et al., 2024, p. 29).

The second relevant feature focuses on face-to-face interaction. “In the cooperative learning model, each group consists of 4-6 people, who will later hold discussions, interact with group members, and make decisions to solve a problem by emphasizing forming a social learning environment” (Mardiani et al., 2024, p. 1305). Considering that communication is essential in this learning strategy, discussion with an equitable focus on opinions is required, as it provides an opportunity for students to provide mutual feedback, learning from their mistakes or adapting their opinions regarding the topic at hand, reinforcing academic learning and coexistence.

The third important aspect is the improved social relationships during this learning process since “students who have positive interactions and relationships with their peers are more academically engaged and have higher levels of academic achievement” (Mulyana et al., 2024, p. 10). This concludes in an increase in communicative and cooperative qualities that can serve as a catalyst for students' development during their growth stages and in their adult lives, whether in professional or personal areas.

Writing production through a cooperative learning strategy

“Writing is different from other language skills. This means that when you first write something, you already think about what you are going to say and how you are going to say it” (Aprilia et al., 2024, p. 1). When learning a foreign language like English, the required development not only encompasses the basic knowledge of grammar, but also expands students' ability to generate sentences, express meaningful words, organize ideas or opinions, and formulate clear texts.

Through cooperative strategy, “each learner is held accountable for his or her own learning and is motivated to increase the learning of others, and it makes students work together in pairs and groups, they share data and help each other” (Taha & Majeed, 2023, p. 45) demonstrating that it offers an efficient structure for improving the writing process by implementing collaborative work, exchanging perspectives, and perfecting ideas before and during the creation of concise texts.

Additionally, a supportive and safe environment can be generated through pair or group interactions, allowing for external feedback that improves written production, reduces stress or

anxiety, and increases motivation as well as academic engagement. Consequently, linguistic precision is strengthened by employing cooperative learning techniques such as Think-Talk-Write, which seek to focus on creativity, consistency in expressing one's own ideas effectively, and critical thinking because it “involves three main steps: thinking, discussing, and writing” (Simatupang et al., 2024, p. 925).

The Think-Talk-Write (TTW) technique is a cooperative learning strategy that seeks to integrate cognitive, social, and communicative processes in the development of writing. “Students are encouraged to take notes, explain, listen, and share ideas with the group, as well as express them in writing. This learning approach is believed to improve problem-solving abilities” (Zebua et al., 2023, p. 874).

Humaerah (2023) specifies that “TTW can help students in constructing their own knowledge” (p. 12) because it is structured in three equally important phases. The first consists of individual reflection (Think), allowing students to generate their own opinions on a topic, task, or problem presented. The second phase (Talk) is based on sharing and respectful dialogue in a cooperative environment to contrast ideas. The third phase (Write) seeks to capture the ideas elicited during the dialogue into a coherent and efficient text.

“Through this collaborative process, students are empowered to hone their analytical skills, improve their conceptual understanding, and enhance their overall writing proficiency” (Prestika, 2023, p. 2). The sequence of segments opens the door to understanding ideas, clarifying them and the contributions of others in social interaction, and concluding what was discussed on paper through clear written production.

Constructivism related to TTW as a Cooperative Language Learning Technique

“The constructivism asserts that learning is an active process rather than passively acquiring knowledge” (Mishra, 2023, p. 23). Students build their knowledge foundations based on prior experiences gained through practical work and interactions with their environment. The cooperative learning technique, Think-Talk-Write, quickly connects with this educational approach because it does not passively accept taught information or limit itself to what is already known.

“To improve writing skills, a person must practice continuously without giving up” (Sitepu, 2022, p. 354). By including several phases like these, ranging from individual reflection (Think), collaborative interactions (Talk), and written production (Write), it provides the opportunity to interpret opinions and reorganize ideas, giving students the freedom to construct their own knowledge through more meaningful learning.

Legal Basis

The Constitution of the Republic of Ecuador (2008), with its last reform in December 2023, establishes in its Article 26 that 'Education is a right of persons throughout their lives and an unavoidable and inexcusable duty of the State'. In addition, Article 343 specifies that 'The national education system shall have as its purpose the development of the individual and collective capabilities and potential of the citizens, enabling the learning'.

Organic Law of Intercultural Education (LOEI) (2011), amended on April 19, 2021, emphasizes in its Art. 2, that 'it guarantees the conception of the learner as the center of the

educational process, with a flexibility and ownership of contents, processes, and methodologies that adapts to their needs and fundamental realities'.

Chapter III

Methodology Framework

Methods

Qualitative Method

The qualitative method is used to explore complex phenomena in their natural context, thereby gaining an understanding of the experiences, perspectives, perceptions, and meanings from the perspective of those involved in the event. For this reason, this method is appropriate for studies in education, as its main objective is to delve into the processes of learning and teaching. (Alhazmi & Kaufmann, 2022)

Lim (2024) recognizes that qualitative methods have become fundamental tools for obtaining in-depth perspectives and understanding complex phenomena, allowing researchers to connect with participants' subjective experiences by emphasizing context, experience, perspective, meaning, and subjectivity. Qualitative research takes an interpretive approach that seeks to answer the “what,” “why,” “when,” “where,” “who,” and ‘how’ (or the “5W1H”) of social behaviors and interactions.

Through the use of in-depth interviews, open-ended questions, focus groups, and participatory observation, it allows for the exploration of phenomena and the generation of knowledge through the experiences of participants, while maintaining academic integrity through criteria of reliability and credibility. (Lim, 2024)

It also enhances the reliability and the richness of information to engage the use of protocols for capturing data, such as comprehensive interview guides, observation notes, and

audio and video recordings. Qualitative methodology presents a robust and yet adaptable approach through which researchers can capture the messiness of social and educational phenomena (Taherdoost, 2022).

Type of Research

Phenomenological Studies.

Phenomenological research is characterized as a qualitative approach that focuses on obtaining a clear understanding and description of the essence of the different experiences of the individuals interviewed. Its perspective focuses on how people experience different moments and give unique meaning to phenomena; an example is the effectiveness of the cooperative Think-Talk-Write technique in foreign language learning, with the aim of gathering teachers' experiences regarding the effectiveness of this technique in developing writing skills in young adults. Phenomenology is qualitative research that explores the lived experiences of the individual (Badil et al., 2023).

Taherdoost (2022) feels that this strategy employs the individual perspective to perceive each individual's perspective by applying internal apprehension and awareness, as well as the external appearance of experiences, utilizing different tools such as visualization, memory, and meaning, while emphasizing conscious intentionality. Interviews conducted using phenomenological strategy seek answers to research questions by using one or two hours to gain an individual's understanding of specific events. Furthermore, they focus on appropriate question formats for a deeper understanding of the experiences gained.

Data collection techniques

One-on-one interview

To obtain in-depth and meaningful data from English teachers at various educational institutions on the Santa Elena Peninsula regarding the application of Think-Talk-Write, this research will use individual interviews. Participants will be selected based on their previous experience and knowledge of a foreign language teaching and the above methodology.

The detailed open dialogue that individual interviews facilitate will help uncover a wide range of perceptions, opinions, and experiences in discussion about the implementation of this Cooperative Language Learning Technique. An individual interview allows for the use of open-ended questions, as teachers can openly share their personal views and preferences.

Bekele and Ago (2022) emphasize that qualitative one-on-one interviews allow for in-depth information on participants' experiences and perspectives, facilitating detailed exploration of their experiences and opinions. The information gathered through these interviews will provide fundamental insights into the advantages and challenges of implementing the Think-Talk-Write technique, while supporting a comprehensive interpretation of the results.

Instruments

Questionnaire

Questionnaire for one-on-one interviews was chosen as the primary means of gathering information during this research. Haukås & Tishakov (2024) believe that “they facilitate an in-depth exploration of participants’ perspectives, experiences, ideologies, and beliefs, allowing for a rich and detailed understanding of the research topic” (p. 56). For this research, it was

specifically designed to provide detailed information and delve deeper into the variables to be addressed, especially the different perceptions and experiences a teacher may have when implementing Think-Talk-Write.

“A questionnaire is a predetermined set of questions given to a number of respondents. This instrument is good for getting information from many people” (Mazhar et al., 2021, p. 8). A semi-structured questionnaire served as the basis for the interviews, allowing for the addressing of all the key aspects that may arise during the process of teaching writing to young adults while maintaining a wide range of flexibility to enable teachers freedom of opportunities to express their point of views on this essential skill for learning English as a foreign language and the technique studied in this research.

This study maintains a qualitative nature, which responds to the needs of the research and is the reason why interviews are used. Taherdoost (2022) declares that utilize “empirical materials such as case studies, life experiences, and stories that show the routines and problems that individuals are struggling with in their lives through focusing on their in-depth meaning and motivations which cannot be defined by numbers” (p. 54).

“The use of a well-designed questionnaire is crucial in determining the quality and scientific merit of any survey-based research” (Yusoff et al., 2021, p. 97). By focusing on interviews, this resource provides the opportunity to explore teachers' opinions in depth and reflect on the challenges they encounter when implementing this CLL technique in the classroom. Likewise, it can identify significant experiences, capture the specific nuances of the

responses given, and gather many clear and concise examples, providing significant interpretive value for analyzing the results.

Type of questions

Open-ended questions

Open-ended questions were chosen for the interviews, providing teachers with opportunities to share their experiences in reflective and detailed formats. Meitinger & Kunz (2022) clarify that “they are also more cognitively demanding than closed questions” (p. 941), but it also provides crucial insights about the interviewees' attitudes.

Del Gobbo et al. (2023) highlight that open-ended question questionnaire “allows a more in-depth assessment of students’ capabilities and learning performances” (p. 1). For qualitative research, these types of questions are valuable because their implementation does not restrict participants to predetermined responses but rather explores each individual's opinions and perceptions. In this way, the application of the Think-Talk-Write technique provides a more authentic and rawer picture of the complexity of its use in classroom management.

This methodology permits the identification of emerging themes during the interview that broadly enriches the understanding of the phenomenon studied, ensuring the collection of meaningful and relevant information. The use of open-ended questions fosters fluid and natural dialogue, allowing teachers to delve deeper into their own responses and address the results noted during the teaching process unlike multiple-choice questions which identifies general trends and “can efficiently test recall of factual knowledge” (Liu et al., 2023, p. 803)

Population and Sample

The population selected for this study is made up of teachers from various educational institutions from Santa Elena and Salinas, Ecuador. They have a high level of experience in teaching English as a foreign language and their effectiveness “is contingent upon their pedagogical knowledge and self-effectiveness perceptions” (Mousavi et al., 2024, p. 305) . Besides, they have previously applied the Think-Talk-Write technique in their teaching practices,

Juliana et al. (2024) accentuates that “writing skills are the last level of language performance learning after listening, speaking and reading. The placement of writing skills at the end of the skill stage, at least shows that writing skills are considered very difficult” (p. 1). That is the reason why the selected teachers have experience and an advanced level of English knowledge, whose input is valuable in gaining a broad understanding of the application of this technique in real-life contexts and the challenges it can pose when focusing on writing skills.

The sample includes 5 teachers who have worked with young adults between the ages of 15 and 18. “Teaching adolescents can be more difficult and challenging than teaching younger students. It is mainly because adolescents are now in their transition age from children to enter early adult period” (Sidin, 2020, p. 251). This group was chosen because at this age, students often face greater academic demands, and it becomes necessary to strengthen their writing skills.

Chapter IV

Analysis of Findings

Brief explanation of the findings

The interpretation of the data in this research focuses on the analysis of the interviewees' responses. The interview was conducted with 5 teachers who shared their perspectives on Think-Talk-Write, based on different experiences they had in their classes. The answers highlight TTW as a favorable CLL strategy for improving writing skills, while also considering its challenges and benefits when used with young adult students.

Interpretation of data from the interview

Question 1. What is your perception of the Think-Talk-Write (TTW) technique as a strategy for developing students' writing skills?

This question allowed us to highlight the responses of teachers who perceive the Think Talk Write (TTW) technique in positive light, emphasizing its adaptability, effectiveness, and usefulness for students in improving their writing skills. Each interviewee emphasized that Think Talk Write provides students with a structured and guided process, such as thinking, talking, and organizing ideas before writing them down, fostering confidence and reducing fear when expressing themselves. In addition, teachers pointed out that TTW technique facilitates interaction and reflection, thus fostering a more collaborative and meaningful environment.

This coincides with the academic definition of TTW technique as a strategy that builds a clear and guided process in three phases (think, talk, and write) facilitating student organization,

reflection, and written expression, contributing to the improvement of the quality of their writing through a collaborative approach.

Question 2. In your experience, how does the "think" phase contribute to improving young adults' writing quality?

Most teachers agreed that the "think" phase is essential for young adults, as it allows them to organize their ideas, reflect, and plan before they begin writing, thus, to improve their writing skills.

The interviewees mentioned that this stage promotes the development of critical thinking, which enables young adults to connect with prior knowledge related to the topic. Thinking also contributes to planning, selecting, and organizing clear ideas in order to select important content and improve the clarity of ideas so that they can then be communicated, which promotes confidence in the next stage. In addition, the thinking phase in TTW is essential for producing clear, coherent, and confident texts, which demonstrates its direct impact on improving writing.

Question 3. How do you observe that the oral exchange during the "talk" phase influences the development of students' ideas for writing?

According to teachers, the "Talk" phase has a significant influence, as oral exchange fosters collaboration, debate, and feedback among students. Working in small groups or pairs encourages young adults to share ideas or thoughts related to a topic through dialogue. This phase also allows them to listen to feedback or different points of view among students, which enriches, improves, and broadens their knowledge in the production of the final text, making it more interesting and coherent. In addition, the conversation stage promotes Cooperative

Learning, the development of social skills, and ensures active participation, with the aim of completing the activity while creating a collaborative environment. In this way, the “talk” phase is crucial as students transform their initial ideas into clearer and more structured proposals. Through oral exchange, ideas are expanded and better preparation for writing is achieved, which has a direct impact on more solid and coherent written productions.

Question 4. Could you describe how you guide students during the "write" phase and what strategies you use to support this stage?

Using the responses, the following information was obtained: teachers indicate that the “write” phase is the moment when students express their ideas and produce meaningful and coherent written texts. During this stage, teachers play an essential guiding role, monitoring the activity to ensure that it is carried out effectively, teachers apply writing outlines, word lists, and examples of well-structured texts that serve as guides for production of adequate texts. Teachers also encourage students to write freely and then review and correct their grammar, organization, and clarity. Finally, in this phase TTW Technique, constant feedback and supervision ensure that students actively participate in the process, which improves their organizational and revision skills and promotes confidence and autonomy, ensuring that final texts reflect well-organized, logical, and coherent arguments.

Question 5. What benefits have you observed in your students when using TTW compared to more traditional writing teaching methods?

Through this question, teachers mentioned that TTW offers significant advantages over traditional methods. They detailed several benefits, but the main ones that most agreed on were

that there is an increase in motivation and active participation among young adults, as this technique TTW provides a structured process that allows them to think, discuss, and write down ideas where they share, debate, and enrich their ideas with contributions from their peers.

Another benefit is that it reduces the fear of making mistakes and fosters an environment of trust, as it facilitates oral and written exchange. The exchange of ideas promotes the development of social and communication skills through collaborative work and improving listening skills through feedback. Students also achieve logical and coherent organization of ideas.

Furthermore, these benefits reflect that TTW not only improves the quality of texts by offering a dynamic process that integrates thinking, dialogue, and written production, but also promotes more collaborative, effective, participatory, and meaningful learning.

Question 6. What challenges or difficulties have you encountered when implementing the technique in your classes?

During the interview, teachers identified different aspects based on their experiences and focused on three main challenges observed in the classroom when implementing Think-Talk-Write: uneven student participation, class time management, and English proficiency limitations.

First, it was highlighted that the ability to contribute ideas and engage in individual reflection are restricted because some students tend to have a lower level of English than their peers, forcing teachers to seek new solutions during their lesson planning to address this limitation, such as focusing on content and assessing previously learned vocabulary. Secondly, teachers believe that the "Talk" phase is a component that unbalances equal participation, as shy students

are at a disadvantage. To avoid the difficulty in inclusion and collaboration, teachers found ways such as assigning specific roles, dividing students into small groups, or using guiding questions.

Last but not least, class time management was another central challenge, as the three phases of TTW require significant individual time, exceeding the time available in a regular class.

In conclusion, the testimonies demonstrated that TTW is an effective technique for improving writing, but its implementation requires constant methodological adjustments to overcome previous difficulties.

Question 7. How do you adapt the TTW technique to meet the different needs and learning paces of young adult students?

Teachers agreed that to be effective, TTW must be adapted to students' individual needs and characteristics. Some of those interviewed often turned to complementary methodologies such as cooperative learning or flipped classrooms, which provide flexibility and allow students to manage their own pace while others highlighted the importance of separating students into small groups, assigning roles, and using leading questions to create interaction between extroverted and introverted students. Additionally, they mentioned that materials tailored to the student's English level, such as vocabulary lists, complex activities, and visual aids are very helpful. Another factor that was highlighted was peer collaboration, as students can learn from each other and maintain their own pace. Furthermore, meaningful and relevant topics were considered essential to motivate writing because they stimulate young adults' need to express their own ideas. Overall, the responses demonstrate that methodological flexibility and the customization of the TTW technique are essential to address students' learning styles and pace when working in class.

Question 8. In what specific aspects of writing have you noticed the greatest improvement thanks to TTW?

The organization of ideas was recognized by teachers as the aspect that most improves writing when using Think-Talk-Write. Prior to the implementation of this technique, students' writing consisted of paragraphs without concise ideas or clear sequences, which made it difficult to properly understand their texts. After TTW, with its three stages, the students logically structured their ideas. Many acknowledged that, thanks to the technique, their students now write texts with an introduction, body, and conclusion, avoiding unrelated ideas or isolated phrases. The Talk phase was considered crucial because young adults are able to organize their arguments coherently and develop their logic, implementing concept maps that help define key words and relate them to each other, resulting in comprehensible, clear, and easy-to-understand texts. Overall, they concluded that TTW fosters collaborative work and creative thinking while promoting coherence and sequencing in writing.

Question 9. From your perspective, what aspects of the TTW technique could be improved or modified to maximize its effectiveness in teaching writing?

In this question, interviewees identified three main areas for improvement in the implementation of TTW: time management, resources or materials, and phase integration. Most teachers agreed that time management is a clear challenge, as each TTW phase requires essential time for proper development. An important example is the Talk phase, which is often preferred by students; the concentration placed on that phase shortens the time for the remaining phases. As a result of the use of specific questions and the establishment of time limits were proposed.

The second improvement is related to resources and materials, especially technological ones, which can limit learning due to the lack of computers or projectors to enhance dynamic activities. Teachers emphasize the integration of the phases as a third need, believing that the ideas discussed during the Talk phase should also be seen in the texts. To recapitulate, the responses highlighted the effectiveness of the technique for improving writing and also mentioned the modifications needed to achieve its full potential.

Question 10. Could you share any memorable experience or anecdote related to using TTW that illustrates its impact on student learning?

Teachers' anecdotes and experiences positively reflect the impact of the TTW technique on learning, especially on writing skills and on the motivation it implies. Among the highlights of the experience is the help it provided to shy students, as it pushed them out of their comfort zones, forcing them to leave their fear behind, actively participate, share ideas during the talk phase, and produce coherent, organized, and creative texts. The anecdotes recognize that activities for organization, such as mind maps or concept maps, helped students understand concepts faster, and also group projects allowed them to discuss or contrast ideas with others. In some experiences, this Cooperative Language Learning technique gives importance to the vocabulary because students with difficulties when speaking English eventually expressed themselves with confidence. Interviewees concluded that the technique improved quality and organization in writing while strengthening confidence, interaction, and motivation.

Table 1

Teachers' perception of Think-Talk-Write as a Cooperative Language Learning technique to improve young adults' writing skills

QUESTIONS	ANSWER	AUTHORS
What is your perception of the Think-Talk-Write (TTW) technique as a strategy for developing students' writing skills?	An effective method that promotes collaborative learning by engaging young adults in active class participation, building their confidence, and enhancing their writing skills.	TTW technique within cooperative learning consist of three phases: Think, Talk, and Write. These phases encourage collaboration and cognitive development. In addition, this technique develops active participation and interaction during the learning process. (Aini et al., 2020)
In your experience, how does the 'think' phase contribute to improving young adults' writing quality	The "Think" phase encourages critical thinking by allowing students to reflect on a topic, organize their thoughts, and express clear and meaningful opinions	The 'think' phase allows young adults to reflect and, through this, build their own knowledge and critical thinking. It also emphasizes that this phase promotes a deeper understanding for later discussion (Humaerah, 2023).
Could you describe how you guide students during the "write" phase and what strategies you use to support this stage?	The "Write" phase helps students produce structured written work with correct grammar and creative expression, guiding them to	In the write phase, the TTW technique effectively improves by integrating structured reflection, communication, and the

	<p>focus on developing and presenting their ideas effectively.</p>	<p>production of written texts with appropriate grammar and organization, developing this through Cooperative Language Learning (Zebua et al., 2023).</p>
<p>What benefits have you observed in your students when using TTW compared to more traditional writing teaching methods?</p>	<p>TTW compared to traditional methods for improving writing fosters communication skills by encouraging students to discuss different points of view, give own opinions, and organize coherent texts in activities without limitations.</p>	<p>Traditional methods are often based on repetition, which promotes little interaction and collaboration (Khayat et al., 2021). Fitriani and Sutikno (2025) demonstrate that TTW significantly improves the organization and coherence of the text, which leads to more effective writing.</p>
<p>In what specific aspects of writing have you noticed the greatest improvement thanks to TTW?</p>	<p>The organization of ideas is significantly enhanced, as students learn to analyze their responses, restructure them logically, and ensure their writing conveys meaning—promoting deeper understanding and critical thinking.</p>	<p>Sharma & Puri (2020) argue that writing requires planning and organization to express ideas coherently. Aini et al. (2020) confirm that TTW strengthens these processes by guiding students from reflection to written expression</p>

Chapter V

Conclusions and Recommendations

This research focused on the Think-Talk-Write (TTW) technique to improve young adults' writing skills while learning English. The following section summarizes the conclusions and recommendations derived from the information acquired through interviews with expert teachers and the analysis of the same data. The main findings of the research highlight both the benefits and the challenges of using TTW in class with young adults, providing evidence of its contributions. Furthermore, to maximize the impact of the technique, the proposed recommendations seek to guide educational institutions and teachers looking for improvement in their pedagogical strategies.

Conclusions

During the analysis of the information obtained regarding the TTW technique for improving writing skills, the study revealed that teachers consistently face benefits and challenges in the classroom. From the data, the most important positive characteristics include active participation, motivation, and group collaboration. It was notable the increase in individual confidence, sociability, and a constantly supportive environment where students were able to express themselves freely. On the other hand, the challenges faced by this technique encompass three main ones that were present throughout the research: first, the limited class time due to the three phases; also, the differences in students' English proficiency, which prompted adjustments in the planning; and finally, the uneven participation in class, which led include other pedagogical strategies.

Other findings emphasize that this technique can improve writing if it is applied through a structured and reflective process. Teachers highlighted that during the phases students learned to organize their opinions, use varied vocabulary, and talk coherently. Demonstrating that the stages develop a stable pattern in group work that leads to critical thinking before writing, allowing students to analyze more, discuss their ideas, and at the end write well-structured texts. This process helps them gain confidence, learn from others' perspectives, train their minds to connect ideas faster, and develop fluency in English. In general, the data demonstrate that this technique not only develops writing competence but also social and analytical skills.

The data and response analysis identified that the TTW technique's three phases, think, talk, and write, are interconnected in this technique, making each essential for developing writing skills. In the first phase called "Think", students analyzed the topic based on their previous knowledge to organize their ideas correctly. In the following phase, "Talk," they discussed those ideas to have better opinions. And finally, in the "Write" phase, they transformed those opinions into coherent written words. Teachers emphasized that the order of these phases fosters independent learning and logical sequencing. This demonstrates that the cooperative technique is effective and dynamic for improving writing skills.

Recommendations

The results show that TTW encourages active participation, collaboration, and self-confidence, which leads to the production of coherent and well-structured texts. Therefore, it is important for teachers to promote the implementation of the TTW technique as a pedagogical tool, as its structured three phase process: think, talk, and write guarantees the improvement of writing skills.

To improve the implementation of TTW, it is recommended to accompany this technique with other strategies, such as the use of supporting materials like technological resources and visual aids to facilitate comprehension and maintain the interest of young adults, thus making the learning process more engaging and interactive.

Given that one of the main challenges is the limited time available to properly develop the three phases, planning in accordance with class time is recommended. To this end, it is suggested that clear and specific limits be established for each stage in order to ensure the sequence of the technique.

In addition, considering other challenges such as differences in English proficiency and unequal participation, it is recommended that teachers use complementary strategies such as materials adapted to each student's level of English, whether writing outlines or vocabulary lists, and the creation of groups specific roles within groups can help address individual needs. This change allows the TTW technique to adapt to different learning rhythms and styles, thus promoting not only the improvement of writing skills, but also social and cognitive skills to obtain a collaborative and meaningful learning environment.

These recommendations are intended to help teachers overcome challenges such as diversity in language proficiency levels, unequal participation, and time management, so that TTW can be consolidated as an effective, motivating, and meaningful practice in teaching English writing. This will facilitate collaborative learning that promotes both writing skills and critical and social skills in young adults.

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Annexes

Annex A: Certified Anti-Plagiarism System.

Certificado Sistema Anti-Plagio

En calidad de tutora del Trabajo de Integración Curricular denominado “**Think-Talk-Write: A Cooperative Language Learning Technique To Improve Writing Skills in Young Adults**” elaborado por los estudiantes **Del Pezo González María Jose and Monje Ramírez Saida Janeth** de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 7% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



Diana Verónica Terán Molina, MSc.

TUTOR

Think Talk Write Del Pezo-Monje

7%
Textos sospechosos



2% Similitudes
 1 % similitudes entre comillas
 0 % entre las fuentes mencionadas

< 1% Idiomas no reconocidos

5% Textos potencialmente generados por la IA

Nombre del documento: Think Talk Write Del Pezo-Monje.docx
 ID del documento: 70f46f2371cc5d054d9f53e40a64b6ac844b72f4
 Tamaño del documento original: 58,11 kB

Depositante: DIANA TERAN MOLINA
 Fecha de depósito: 24/10/2025
 Tipo de carga: interface
 fecha de fin de análisis: 24/10/2025





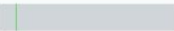




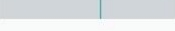
Número de palabras: 8433
 Número de caracteres: 58.374

Ubicación de las similitudes en el documento:








Fuentes de similitudes

Fuentes principales detectadas

N°	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	 Research Project-Christopher Mendoza (1).docx Research Project-Chr... #c76cb7 Viene de de mi grupo 1 fuente similar	< 1%		 Palabras idénticas: < 1% (60 palabras)
2	 doi.org The Efficacy of Think Talk Write Strategy in Improving Writing Skill for Te... https://doi.org/10.24256/foster-jelt.v2i1.29	< 1%		 Palabras idénticas: < 1% (36 palabras)
3	 MALAVE TOMALA AND ROSALES BONE (2).docx MALAVE TOMALA AND... #16f201 Viene de de mi grupo	< 1%		 Palabras idénticas: < 1% (33 palabras)
4	 dx.doi.org The Effect of the Think, Talk, Write Type Cooperative Learning Model ... http://dx.doi.org/10.58258/jupe.v9i1.6611	< 1%		 Palabras idénticas: < 1% (23 palabras)

Fuentes con similitudes fortuitas

N°	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	 CHAPTER 2 CESAR BARRA.docx CHAPTER 2 CESAR BARRA #645d5d Viene de de mi grupo	< 1%		 Palabras idénticas: < 1% (38 palabras)
2	 eprints.uny.ac.id EFFORTS TO IMPROVE THE ENGLISH WRITING SKILLS OF GRA... http://eprints.uny.ac.id/43634/1/Siti Chotijah_04202241045.pdf	< 1%		 Palabras idénticas: < 1% (18 palabras)
3	 dx.doi.org Effectiveness of Think-Talk-Write Technique to Teach Writing to Stude... http://dx.doi.org/10.58989/pj.v2i1.21	< 1%		 Palabras idénticas: < 1% (12 palabras)
4	 doi.org Constructivist Approach to Learning: An Analysis of Pedagogical Models ... https://doi.org/10.3126/jrdn.v6i01.55227	< 1%		 Palabras idénticas: < 1% (10 palabras)

Annex B: Questionnaire.**Questions**

1. What is your perception of the Think-Talk-Write (TTW) technique as a strategy for developing students' writing skills?
2. In your experience, how does the "think" phase contribute to improving young adults' writing quality?
3. How do you observe that the oral exchange during the "talk" phase influences the development of students' ideas for writing?
4. Could you describe how you guide students during the "write" phase and what strategies you use to support this stage?
5. What benefits have you observed in your students when using TTW compared to more traditional writing teaching methods?
6. What challenges or difficulties have you encountered when implementing the technique in your classes?
7. How do you adapt the TTW technique to meet the different needs and learning paces of young adult students?
8. In what specific aspects of writing have you noticed the greatest improvement thanks to TTW?
9. From your perspective, what aspects of the TTW technique could be improved or modified to maximize its effectiveness in teaching writing?

10. Could you share any memorable experience or anecdote related to using TTW that illustrates its impact on student learning?

Annex C: Interviews transcription.

Interviews Transcription

1. What is your perception of the Think-Talk-Write (TTW) technique as a strategy for developing students' writing skills?

Interviewee 1: My perspective on this technique is very positive, as I believe it can be used with students of any age, since there is no specific age requirement for working with it. It is important to consider the level of English that students have. This strategy is very good for teachers to use to reinforce content or level the English language skills of students, as it can be used in small groups, encouraging students to think and write without fear of making mistakes.

Interviewee 2: In my perception of the Think-Talk-Write (TTW) is new for new students but this technique is an effective method to help students improve their writing skills. This strategy encourages them to reflect first, then share their thoughts with others, and finally put their ideas into writing. It guides them step by step, which makes writing less difficult and more meaningful.

Interviewee 3: I think TTW is a very good strategy because it gives students a clear process to follow. First, they have time to think alone, then they can share and listen to others, and finally, they write their ideas. This step-by-step process makes writing easier, less stressful, and more organized.

Interviewee 4: I think it's a good idea, good technique because students think, then express their ideas, and then confidently write down what they have analyzed.

Interviewee 5: I see Think-Talk-Write as a comprehensive approach because it integrates reflection and dialogue before writing, enabling students to develop more solid ideas and feel more confident when expressing their thoughts.

2. **In your experience, how does the "think" phase contribute to improving young adults' writing quality?**

Interviewee 1: The “thinking” phase is when all the cognitive processes that young adults go through before writing take place, as this strategy is based more on the development of critical thinking, encouraging students to participate in their own learning through activities programmed by the teacher.

Interviewee 2: In my experience, the "think" phase helps young adults organize their ideas before they start writing. It gives them time to focus, make connections with what they already know, and plan their main points. This step improves the quality of their writing because they have a clearer direction and purpose.

Interviewee 3: The “think” phase helps students stop and reflect before they start writing. They can make a list of ideas, choose important points, and decide what they want to say. This way, when they finally write, they already have a plan. Their sentences are clearer, and they don't get stuck thinking about what to write.

Interviewee 4: Because they think about writing not only grammatically correct, but also about making sense.

Interviewee 5: The “Think” stage is very important because it gives young adults the opportunity to organize and clarify their internal arguments, functioning as a mental “draft” that reduces anxiety and results in more focused texts.

3. How do you observe that the oral exchange during the "talk" phase influences the development of students' ideas for writing?

Interviewee 1: Good question, because the cooperative learning methodology can be used, as it is related to this strategy, since it consists of students working in pairs or small groups, allowing for more effective control of the groups. In addition, roles can also be assigned within the groups, such as leader, timekeeper, and secretary, with each person fulfilling an important role during the activity, allowing both the purpose of the activity to be fulfilled and the equal participation of the group members.

Interviewee 2: I observe that the oral exchange during the "talk" phase allows students to test their ideas with their classmates. When they discuss, they receive feedback, hear new perspectives, and refine their thoughts. This process helps them develop richer content and stronger arguments for their writing.

Interviewee 3: During the “talk” phase, students share ideas with classmates. This is very helpful because they can listen to new opinions, ask questions, and receive feedback. Sometimes a student only has a simple idea, but after talking, they can add more examples or details. It makes their final writing richer and more interesting.

Interviewee 4: It has a positive influence because it helps to clarify ideas and correct another idea.

Interviewee 5: I observe that oral exchange functions as an engine that refines ideas: by explaining and debating, students identify weaknesses in their logic, gain new perspectives, and deepen their understanding of the topic, which greatly enriches the content they later write.

4. **Could you describe how you guide students during the "write" phase and what strategies you use to support this stage?**

Interviewee 1: Well, as I mentioned earlier, I use the cooperative work methodology, assigning roles to team members, where I also supervise each team individually, observing that they carry out the activity. In this case, as it is a writing skill, I make sure that everyone writes and contributes to the group so that I can see if the activity is effective, which allows me to continue with the teaching methodology or change it to use another that will be effective.

Interviewee 2: During the "write" phase, I guide students by reminding them to use the ideas they prepared in the earlier steps. I encourage them to write freely first, without worrying too much about mistakes, and then review their work for grammar, structure, and clarity. I also use strategies like providing writing outlines, giving sentence starters, and offering feedback so they feel supported and confident while completing their texts.

Interviewee 3: In the "write" phase, I guide students by giving them simple tools. For example, I use writing frames, sentence starters, and word banks to help them begin. I also show short examples of good writing so they can follow a model. At the end, I give them a checklist to review their text, checking spelling, grammar, and organization.

Interviewee 4: Writing allows ideas to be organized and corrected in a draft.

Interviewee 5: During the “writing” phase, my guidance focuses on helping them transfer their notes and discussions into a clear structure, encouraging them to experiment with the vocabulary they heard and to use strategies such as taking short breaks to reread what they have written, keeping them focused.

5. What benefits have you observed in your students when using TTW compared to more traditional writing teaching methods?

Interviewee 1: The most obvious benefits of adding cooperative learning, whether in pairs or groups, are that students participate more when carrying out activities and are less afraid to participate because they feel supported by their classmates. Another teaching alternative is the classroom arrangement, where students can think and talk through debates and participation rounds, fostering communication skills that are essential for learning English.

Interviewee 2: I have observed that one of the most important benefits of using the Think-Talk-Write technique is the greater motivation and active participation it creates in the classroom. When students follow this method, they do not feel that writing is only a solitary activity. Instead, they see it as a process where they can share, discuss, and learn from one another.

In traditional writing lessons, some students become passive because they are afraid of making mistakes or they do not know how to start. However, with TTW, the "think" and "talk" phases make them more engaged. They enjoy expressing their opinions, listening to their classmates, and building on each other's ideas. I think it is very important because they express their ideas to one another.

Interviewee 3: For me, better organization and coherence in texts. When students use TTW, their texts are more organized and easier to follow. They connect their sentences better and use logical order because they already thought and talked about their ideas before writing. This is different from traditional methods, where students sometimes write without planning, and their texts can be confusing or repetitive.

Interviewee 4: I think that development of social and communication skills because it strengthens confidence in speaking and expressing ideas, receiving corrections positively, and in turn collaborating on someone else's idea.

Interviewee 5: I have noticed that my students achieve superior textual organization and coherence with TTW. I believe this happens because, by thinking and speaking first, they have a logical outline already constructed that prevents their writing from being confusing or disordered.

6. What challenges or difficulties have you encountered when implementing the technique in your classes?

Interviewee 1: The main challenge found during classes is the students' limitation in their command of the English language, since not all of them have the same level. That is why it is sometimes important when planning a class to take into account the topic to be taught and whether the students already know the vocabulary or content beforehand.

Interviewee 2: One of the main challenges I have faced when implementing the Think-Talk-Write technique is uneven student participation. In every classroom, there are students who are very eager to share their thoughts, while others prefer to remain quiet. This difference can

create an imbalance during the "talk" phase, where some voices dominate the discussion and others stay silent. To address this challenge, I try to create smaller groups so that shy or less confident students feel more comfortable speaking. I also use guiding questions and assign specific roles, such as a speaker or note-taker, to ensure that everyone contributes in some way.

Interviewee 3: For me, uneven student participation because one challenge is that some students participate a lot in the “talk” phase, while others stay quiet or shy. This makes the activity unbalanced. To solve this, I usually assign roles like “speaker,” “note-taker,” or “timekeeper,” so everyone has a specific job. This helps shy students feel included and encourages them to share more.

Interviewee 4: I think that time management in class because it takes time to organize ideas and share information in order to do better work later on.

Interviewee 5: The biggest challenge I encounter is managing class time. I often find it difficult to balance the time I give to the crucial “speaking” phase—where ideas are refined—with the time my students need for the “writing” phase. This sometimes forces me to rush one of the stages, which I feel limits the true potential of the TTW technique.

7. How do you adapt the TTW technique to meet the different needs and learning paces of young adult students?

Interviewee 1: With the help of teaching methodologies, the ones I like to use most are: the flipped classroom and cooperative work, as they allow me to be flexibility when planning activities and enable students to take charge of their own learning, where they themselves manage the class and the pace of the activities, always under the supervision of the teacher,

obviously. In addition, having the support of a classmate makes them more inclined to participate.

Interviewee 2: I adapt the Think-Talk-Write technique by giving flexible support at each stage. In the "think" phase, I provide extra time, guiding questions, or vocabulary lists for students who need help, while advanced learners explore deeper ideas. In the "talk" phase, I form mixed groups and rotate roles, so everyone participates at their own level. Finally, in the "write" phase, I offer outlines or sentence starters for those who need structure, and I encourage others to write more freely. These adaptations make TTW inclusive and effective for students with different needs and learning paces.

Interviewee 3: I adapted TTW by giving different levels of support. For students with lower English, I give them vocabulary lists, sentence starters, and visual aids. For more advanced students, I ask them to use connectors, write longer paragraphs, or add examples. This way, every student can work at their own level and still complete the activity successfully.

Interviewee 4: Collaboration allows students to adapt to their own pace, drawing on their ideas and prior knowledge, while learning from their peers' contributions.

Interviewee 5: I adapt the TTW technique by offering various dialogue options (groups, pairs, or individuals) to respect their pace, and by choosing topics that matter to them so that writing becomes a real need to express their voice.

8. In what specific aspects of writing have you noticed the greatest improvement thanks to TTW?

Interviewee 1: The greatest improvement thanks to the think, talk, write strategy is the organization of ideas, as it encourages critical thinking as well as comprehension. One activity I like to do when using this strategy is to have students create mind maps, which is simply a map where they put keywords that are connected to each other, each one related to the previous one, making it easy to explain a topic. It also encourages teamwork and writing skills, as they must think about which word to use to describe a situation.

Interviewee 2: I have noticed the greatest improvement in my students' organization of ideas thanks to the Think-Talk-Write technique. Before using TTW, many students tended to write without a clear structure, which made their texts difficult to follow. However, the step-by-step process of thinking, discussing, and then writing helps them arrange their thoughts logically. During the "think" phase, they identify main points and supporting details. In the "talk" phase, they share and refine these points, which allows them to see the order that makes most sense. By the time they reach the "write" phase, their ideas are already well connected, and this results in texts with stronger introductions, clearer body paragraphs, and more logical conclusions. For example, coherence, organizing the ideas, grammar disposition, vocabulary, detail and expression.

Interviewee 3: For me, organization of ideas. I have seen a big improvement in the way students organize their ideas. Their texts usually have a clear introduction, body, and conclusion. They don't just write random sentences anymore, but instead, they follow a logical sequence. This makes their writing easier to read and understand.

Interviewee 4: I think that organization of ideas because it helps them think about the ideas they are going to share before writing.

Interviewee 5: The greatest impact I have had on TTW is in the organization of idea. The Think-Talk-Write structure forces young adults to refine their logic orally before writing, resulting in texts that are much clearer, more structured, and easier to follow.

9. **From your perspective, what aspects of the TTW technique could be improved or modified to maximize its effectiveness in teaching writing?**

Interviewee 1: I think the area for improvement would be the materials and resources used, as many institutions sometimes do not have a designated textbook for the level being taught. The lack of technological resources, such as projectors and computers, also affects the effectiveness of this strategy, where technology is increasingly becoming part of teaching.

Interviewee 2: From my perspective, one aspect of the Think-Talk-Write technique that could be improved is time management. Each phase of thinking, talking, and writing requires enough time for students to complete the tasks successfully, but in practice, lessons often feel too short. Some students need more time to organize their thoughts or to share ideas during the discussion, while others may take longer to express themselves in writing.

Interviewee 3: For me, time management. Sometimes TTW takes longer than expected, especially the “talk” stage, because students enjoy sharing and continue talking. To make it more effective, I think it is important to give clear time limits for each phase and prepare short, focused questions. This way, students still talk and share ideas, but in a controlled time.

Interviewee 4: The time management because it takes time to organize not only their ideas but also the information and others' ideas and write something concrete.

Interviewee 5: If I had to choose one aspect to improve in TTW, it would be Phase Integration. We need to create clear “bridges” so that the ideas discussed in the Talk phase translate directly into the structure and content of the Write phase, making the process truly continuous.

10. **Could you share any memorable experience or anecdote related to using TTW that illustrates its impact on student learning?**

Interviewee 1: When I used this technique and gave instructions to work on a mind map, it was something new for the students, as they were used to making graphic organizers and concept maps, but not this type of map. It makes team members think more and participate more, which is the goal of every teacher: to create a healthy and participatory learning environment.

Interviewee 2: One memorable experience I had with the Think-Talk-Write technique was when a very quiet student finally spoke during the "talk" phase. At first, she only shared a short idea with her group, but after receiving support from her classmates, she wrote a full and well-organized paragraph. This showed me how TTW can give shy students the confidence to participate and improve their writing through collaboration. For example, in my case, there are some students who don't like to talk in front of the students, but there are good ideas that are expressed in the writing. That indicates it is important to spread the idea with oral expressions in front of their classmates.

Interviewee 3: Yes, I remember one special case. I had a shy student who almost never spoke in class. During the “talk” phase of TTW, she started sharing small ideas with her partner. Later, when we moved to the “write” phase, she produced one of the most organized and creative texts in the group. The other students noticed her effort and even applauded her work. This experience showed me that TTW not only improves writing skills but also increases students’ confidence and motivation to participate.

Interviewee 4: Yes, for example, when doing group work on the effects of pollution, the technique helped them think about the effects they had observed, then share ideas to find out where they agreed and disagreed, and finally organize their ideas, culminating in a successful project.

Interviewee 5: Yes, in one class I worked on travel vocabulary with TTW. First, the students thought about personal vacation experiences. Then, they talked in groups using the new words they had learned. One student who had difficulty expressing himself was able to put together complete sentences. The oral interaction gave him the confidence to use the vocabulary correctly. In the writing stage, he wrote a clear and coherent paragraph about his trip. The activity showed how TTW improves oral fluency and written production.

Annex D: Evidence

<https://drive.google.com/drive/folders/1zIKG62MLskZxQga1wfaMToF7XcT20aas?usp=>

drive_link